A STUDY OF LEVEL OF ASPIRATION, SOCIAL BEHAVIOR AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS WITH RESPECT TO THEIR ACADEMIC STRESS

SYNOPSIS:

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TOPIC

"A Study of Level of Aspiration, Social Behavior & Academic Achievement of Higher Secondary students with respects to their Academic stress."

INTRODUCTION:

Education is life in itself, enabling a man to organize, analyze, understand and imagine; making him a rational being-vital to flourish the society dynamics. School is a formal agency to impart education to the learners. Various curricular and co-curricular programs together seek all round development of the students. They include well paced teaching learning activities, practical work homework assignments, and extra course reading hours. Sports, evaluation, and technological interventions both within the course and as a distinct subject are all important components of the academic structure in schools.

Education touches our life at every point and guide our thoughts, feeling and activity at all time. Education is an act of development from within. Education trains children is a systematic way towards are goal of life. Education trains the child to give desirable body of knowledge to make him an effection and productive member of this society.

In the present world of Science and Technology, it implies that education should give better livelihood of our life whatever we learnt

should be useful and helpful for our practical life. Education should make the individual economically self-sufficient and productive member of society nor a burden on the Society.

There are numerous causes of academic growth that influence a student's academic achievement. A student's physical and mental fitness is the most essential component in academic accomplishment. In the current context, mental tension among boys and girls is increasing, and hence pleasant learning is decreasing.

Kaur (2014) 200 male and female postgraduate students of the Punjabi University Patiala were chosen as the sample for this study, which examined psychological capital in relation to stress among university students. Sample was selected through stratified random sampling technique, 66 students from Arts stream, 69 students from Science stream and 65 students from professional stream were taken. Mean, median, mode, t-text, correlation were used as statistical techniques. It was found that university students possess average stress. University students majoring in the arts were found to be much more stressed than their science and professional colleagues.

Kaur (2015) studied life skills among adolescents in relation to resilience. As components of life skills, empathy, effective communication, interpersonal connections, critical reasoning, decision - making process, problem solving, coping with emotions, and coping with stress were examined in teenagers.

Mean, median, mode and standard deviation were used to determine central tendencies. The T-test was performed to determine the significance of differences in variable means. Adolescents were found to possesses above average life skills. There were no gender related differences in resilience.

Archer and Lamnin (1985) conducted a study regarding 893 undergraduate students were subjected to severe personal and academic settings or environments.

Answers were categorized into 16 academic stressors categories and 17 personal stressor categories, as well as gender, age, residential group, and ethnic/racial differences.

Grades, competition, peer judgment and approval, and peer pressure were all mentioned more frequently by 18-29 year olds than by 22 year olds.

STATEMENT OF THE PROBLEM:

"A study of level of aspiration, social behavior and academic achievement of Higher Secondary students with respect to their academic stress."

NECESSITY AND IMPORTANCE OF THE STUDY:

Educational stress is very serious problem in the life of teenager students. It is the fact that present education system is giving overhead due to vast curriculum, examination phobia cut thread

competitions. Now-a-days in this competitive world students facing problems every day. Due to this burden, educational Stress suppresses the students happiness. Several times it seems due to over stress students committed to suicide.

Various researches have been conducted on academic stress.

After studying the works, it has been found that very few studies has been done by scholar in Indian population. However, no research has been done on the level of aspiration, social behaviour, and academic success of senior secondary students in India in relation to their academic stress, Particularly in Meerut. Realizing the need of hour the investigator thought to conduct this piece of research to provide insight into the relationship that exists among level of aspiration, social behavior, academic achievement and academic stress.

DESCRIPTION OF THE CONCEPTS / VARIABLES USED:

The principal terms used in the title of this study are academic stress, social behavior level of aspiration and academic achievement.

STRESS:

Stress can be of many types. For instances, Bisht (1987) has developed thirteen different types of pressure, including existentialist pressure, achievement strain, academic stress, institutional strain, parenting stress, financial burdens, work stress, and superstition

anxiety. Among these thirteen types of different stresses the present investigation is concerned with academic stress only.

ACADEMIC STRESS:

Academic stress is a form of stress that of constantly being experiences by the students in relation to the academic concerns. According to will (2008), "Academic stress is the product of a combination or academic-related demands that exceed the adaptive resources available to an individual." According to Gupta and Khan (1987), academic stress is a mental stress with respect to some anticipated frustration, associated with academic failure; in view of Shah (1988) regarded Academic stress involves an ongoing feeling of need to understand all the institution requires of you. Hence, academic stress occurs when an individual as confronted by an academic related situation that he perceives as overwhelming and cannot cope up with.

Jha (2004) defined academic stress as a mental or physical strain, resulting from educational demands of challenges or academic achievements. In words of Hann (1977), "when an individual is not able to handle emotionally changed demands relating to educational needs, is said to be in a state of academic stress." Polk (2001) enlisted many components of academic stress which may contribute towards academic failure in adolescents. They included boredoms, conflicts with teachers, low self concept and inadequate social skills, non-facilitative school and classroom environment, unsuccessful

transaction from one school to another, lack of parental involvement, stress and pressure in family and peer relationship, teacher's expectations. Thus, such components may lead to academic failure, which may further cause academic stress amongst the students.

Academic stress can be measured. Its symptoms can be observed by a teacher, a parent, a friend and by people he/she is closely associated with. It can be measured by psychological tests too. Academic Stress Scale from Bisht's Battery of Stress Scales (1987) intents to measure academic stress along four elements; anxiety, frustration, conflict and pressure.

BEHAVIOR IN SOCIETY

Sociocultural behaviour is defined as behaviour between two or more organisms of the same species, and it includes any behaviour in which one member affects the other.This is due to interactions between those members.Human behaviour can be compared to an exchange of goods, with the expectation that what you give will be returned in kind. Both individual characteristics and environmental (situational) factors can influence this behaviour. As a result of the interaction between the organism and its environment, human behaviour emerges.

This means that, in the case of humans, interpersonal behaviour can be influenced by both the individual characteristics of the person and the situation in which they find themselves.

LEVEL OF ASPIRATION:

The level at which a person establishes his major goals; the level of performance to which he aspires.The level of aspiration of a person influences his personality and adjustment.The way he appears in his own eyes is a fundamental component of his self-image. In general, most ordinary people have been observed to set significant goals that are slightly higher than they are confident of achieving.By HN., Sam M.S. - 3958.

ACADEMIC ACHIEVEMENT:

Academic achievement, also referred to as academic performance, is the extent to which a learner, a teacher, or an organisation has attained their immediate or long-term educational goals. The accomplishment of educational benchmarks like secondary school diplomas and bachelor's degrees serves as evidence of learning. Exams or ongoing evaluations are frequently used to gauge academic success, but there is no consensus on how it should be assessed or which components are most crucial.either declarative information like facts or procedural knowledge like skills

OBJECTIVES:

1. To study the academic stress of male and female higher secondary students.
2. To study the level of aspiration of male and female higher secondary students.

3. To study the social behavior of male and female higher secondary students.
4. To study the academic achievement of male and female higher secondary students.
5. To study the level of aspiration of students belonging to high and low academic stress.
   5.1 To study the level of aspiration of male and female students belonging to high academic stress.
   5.2 To study the level of aspiration of male and female students belonging to low academic stress.
6. To study the social behavior of students belonging to high and low academic stress.
   6.1 To study the social behavior of students of male and female students belonging to high academic stress.
   6.2 To study the social behavior of male and female students belonging to low academic stress.
7. To study the academic achievement of students belonging high and low academic stress.
   7.1 To study the academic achievement of male and female students belonging to high academic stress.
   7.2 To study the academic achievement of male and female students belonging to low academic stress.
8. To study the relationship between academic stress and level of aspiration.

9. To study the relationship between academic stress and social behavior.
10. To study the relationship between academic stress and academic achievement.
11. To study the relationship among level of aspiration, social behavior, academic achievement and academic stress.

HYPOTHESES:

1. There is no significant difference between academic stress of male and female higher secondary students.
2. There is no significant difference between the level of aspiration of male and female students.
3. There is no significant difference between the social behavior of male and female higher secondary students.
4. There is no significant difference between academic stress of male and female higher secondary students.
5. There is no significant difference between the level of aspiration between the high and low academic stress.
   - 5.1 There is no significant difference between the level of aspiration of male and female students belonging to low academic stress.
   - 5.2 There is no significant difference between the level of aspiration of male and female students belonging to high academic stress.
6. There is no significant difference between the social behavior of students belonging to high and low academic stress.

6.1 There is no significant between social behavior of male and female students belonging to high level of academic stress.

6.2 There is no significant between social behavior of male and female students belonging to low level of academic stress.

7. There is no significant difference between the academic achievements of students belonging to high and low academic stress. .

7.1 There is no significant difference between the academic achievement of male and female students belonging to high academic stress.

8. There is no significant difference between the academic achievement of male and female students belonging to low academic stress.

There is no relationship between academic stress and level of aspirations of the students.

9. There is no relationship between academic stress and social behavior of students.

10. There is no relationship between academic stress and academic achievement of students.

11. There is no relationship among aspiration level, social behavior, academic achievement and academic stress.

METHODS OF STUDY:

The proposed study will be carried out by descriptive research method.

DELIMITATIONS OF STUDY:

Students in the Higher study of Meerut District the investigator, in view of time resources available at his disposal will delimit the study to students st*udying in Higher Secondary School at Meerut District.*

SAMPLING:

Simple random sampling method will be used to select the higher secondary students for the proposed students.

VARIABLE USED:

Academics stress: Independent variable in this study.

Social behavior: Social behavior is the dependent variable in this study.

Level of aspiration: The dependent variable in this study is level of aspiration.

Academic achievement: Academic achievement is the dependent variable in this study.

TOOLS USED:

1. Self made Tool will be used for measuring social behavior.
2. Tool developed by Mahesh Bhargva and M.A. SAHA will be used for measuring level of aspiration test.
3. Self made Tool will be used for measuring academic achievement.

STATISTICAL TECHNIQUES TO BE USED:

Data will be analyzed by using 't' test and correlation.

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